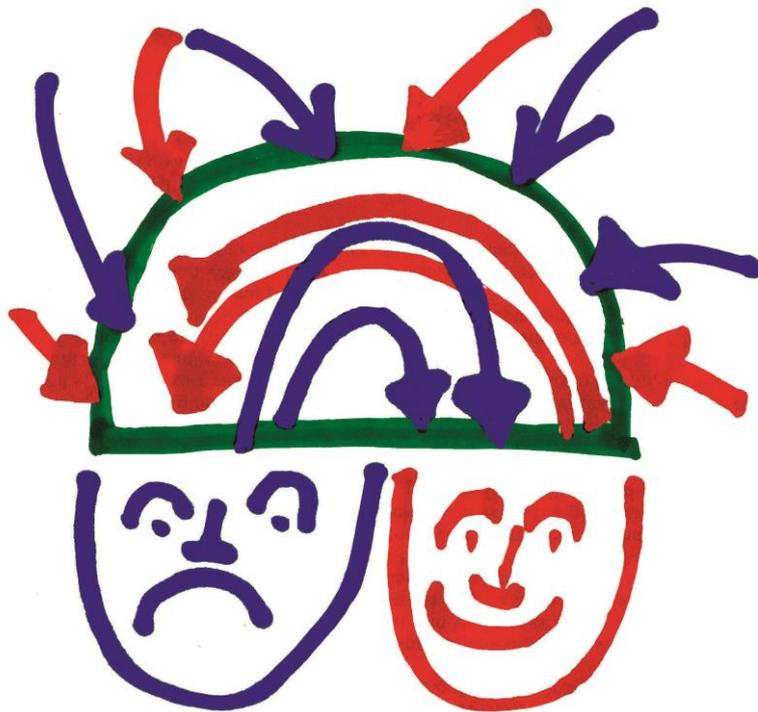


# New Publication

Book and eBook



**Alois Heinemann**

## **Growing with pleasant and unpleasant feelings**

**In the correlation between environment, body, mind and experience**

**Development and development disturbances of individuals, relationships and groups  
from the perspective of nonlinear systems and neuropsychology  
With an interdisciplinary study by Nikolai Axmacher and Alois Heinemann**

## Central theme

It is only human  
to have unpleasant and bad feelings.  
Inhuman feelings arise  
when unpleasant and bad feelings are suppressed and repressed.  
Strength and happiness come  
from being able to accept and share unpleasant and bad feelings.

Alois Heinemann

## Current relevance

The idea that only the positive feelings (joy and pleasure) and positive behaviour (praise and understanding) promote the development of children, adolescents and adults is an intellectual, cultural invention. It became a cult in the second half of the last century, especially from the 1970s onwards. Just like the cult of the structures and rules in the first half of the last century, the cult of positive feelings led - and still leads today - to the suppression of negatively or unpleasantly experienced feelings (pain and aggression). The suppression and repression of pain in particular causes or exacerbates physical and mental illnesses, prevents the clarification of private and professional relationships, often leads to dramatic and traumatic separations and promotes deviant behaviour.

The inability of the positive cult to enable itself and others to deal with negative feelings and emotions has resulted in a return to the cult of rules and structures (including that of quality management).

Research into the nature of human beings by biology and neurobiology (brain research) has shown that we possess the natural systems (neural networks) to perceive pain and aggression at an early stage and to feel and manage them in contact with our attachment figures. From the perspective of brain research, children, adolescents and adults do not become strong and self-assured through the cult of the positive and positive feelings, but through the timely perception, expression and exchange of negatively experienced feelings (including those which are severe) and through the ability to "swing" (oscillate) from negative to positive feelings.

Expressed in the words of Reinhard K. Sprenger (2012, p. 51), we are well advised to at least listen to the voice of biology (to perceive and take the negative emotions seriously) before we silence them once and for all with the cultural arguments (the cult of the positive, the delusion of equality and inclusion) of our zeitgeist and cause even more damage to the development of children, adolescents and adults, private and professional relationships.

## **Main focus**

To create a development concept and a model for the description of healthy development processes and for the diagnosis and treatment of developmental disorders:

- which take into account the emotions as a bridge between the environment, body, mind and experience, i.e. the perceptual, judgmental, motivating, and activating function of pleasant and unpleasant feelings,
- which accept the oscillating dynamics between unpleasant and pleasant, positive and negative feelings as a development-promoting principle in unclear, ambiguous, and contradictory situations,
- which reveal supporting and destructive affect patterns (i.e., the desirable and undesirable or forbidden feeling types and intensities) of the private and professional attachment figures and groups, the social, cultural, and religious institutions,
- which call into question, through the analysis of the affect pattern, the contrast between normal and abnormal, healthy and sick,
- which reveal psychosocially impaired persons, who, under the “guise of normality”, put a burden on, disturb or even destroy the development of individuals, groups, communities, and institutions, (cf. especially the descriptions of the hysterical, paranoid, borderline, and sociopathic personality disorder),
- which consider, during the analysis of healthy and impaired processes, not only the behaviour patterns and the symptoms (i.e., the detailed complexity), but also the emotional dynamics (i.e. the dynamic complexity),
- which offer realistic and practice-oriented procedures (tests and questionnaires) to assess the disturbances in the affect patterns and the emotional dynamics of individuals, groups, and institutions,
- which take into account the influence of the subconscious, i.e., endeavouring to recognise the influence of past emotional experiences and finding solutions for affect inhibitions which cause development disorders,
- which are bio-psycho-social and interdisciplinary oriented (i.e., involve philosophical, psychological, sociological and neurobiological, as well as genetic, epigenetic and systemic research).

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## Introduction

The significance of positively and negatively experienced feelings for development and developmental disorders, which is expressed in the title and foreword, is the subject and focus of my book. In contrast to the fundamental conviction of Descartes "I think, therefore I am (cogito ergo sum)", the emphasis in my book - corresponding to the German titles of books by Damasio, i.e. "Descartes' Error" and "I feel therefore I am" -, is on the influence of feelings in development. However, the emphasis on feelings is not intended to turn Descartes "on his head", but rather to grant feelings the space which they have in addition to the other elements and mechanisms (needs, instinctual wishes, thoughts, memories, ideals, values, relationship and behaviour patterns) in shaping the correlation between the environment and organism, individual and community, from the perspective of linear and non-linear systems, neuroscience and psychoanalysis or neuropsychology.

The importance of the individual elements and mechanisms and the acceptance of the important role of feelings, especially the negative feelings (unpleasure, fear, mourning, pain, annoyance, anger, rage, and aggression...) depends on basic assumptions and attitudes; specifically, this means views on: the initial or basic conditions of human development, the causes of negative and positive development processes, the importance of feelings, of the mind, the norms and rules in development, the ability of the individual to learn and adapt, the influence of genes and the environment on development, the optimal structural conditions of groups, communities and institutions on development.

The basic assumptions and attitudes and the corresponding fundamental rules could be simple assumptions, convictions or multi-layered theories, images of humanity and world views. Whether simple or complex, the basic assumptions and attitudes control the decision in favour of specific development concepts and influence the weighting of the elements and mechanisms and the consideration of positive and negative feelings in the development of children, adolescents and adults.

The influence of the basic assumptions and attitudes is particularly strong and problematic if they have an unconscious effect, overemphasise certain elements and mechanisms of healthy development processes in an unreflected manner, neglect the importance of other elements and mechanisms, such as the positive and negative feelings, and affect regulation and mentalisation of emotions, feelings and affects.

The negative effects of unreflected basic assumptions and attitudes are reinforced by simplification and generalisation, i.e. certain aspects of healthy development processes are overemphasised and become the guiding principle, for example the structures and rules or acceptance and self-determination. Other important aspects of healthy development, for example the analysis of negative experiences and bad feelings, are ignored. The simplification and generalisation then cause strong deficits in frustration tolerance, in the problem and conflict management of children, adolescents and adults.

The unconscious effect, the simplification and generalisation of the basic assumptions and attitudes make it necessary to reflect on one's own as well as the popular and generally accepted basic assumptions and attitudes, the corresponding images of humanity, concepts and methods, review their claims to validity and determine their areas of validity. Accordingly, after reflection on the general importance of the basic assumptions and attitudes (in Chapter 1), the most popular development concepts of the last century, their points of focus and their claims to validity are analysed and their areas of validity (in Chapter 2) are determined.

The analysis and determination of the areas of validity of the most popular development concepts show that the areas of validity of the most popular development concepts discussed are limited. The basic principles of the individual concepts are valid only for certain individuals and groups of people. Accordingly, the selection of the development concepts must not be dependent on the preference or popularity of a development concept. The decision in favour of the application of the development concepts must instead correspond to the different characteristics and characteristic combinations of people, their weaknesses and deficits. The differences in the personality structures become the basis for the selection of the development concepts, the corresponding images of humanity (theories, philosophies, ideologies) and for the application of the corresponding development methods.

For the selection of concepts and methods that are appropriate to the disorder and conducive to development, it is important to choose an interdisciplinary research approach based on the humanities, natural science and neuroscience, one that is open to all basic components and elements in the development of human life, and which analyses the correlation between the basic components and elements in the development processes and the development of human life from the subjective perspective (by reflection on psychological experience, by inward observation, introspection) and from the objective level (by observation from the outside, by experiments).

The interdisciplinary research approach of neuropsychanalysis, on the basis of the dynamic psychoanalytic concept of Freud and the dynamic neuroscientific approach of Luria (see Chapter 2.5), fulfils these conditions. The normal and ideal structures and modes of operation of the human mind - and the brain as its organ - developed from the subjective and objective perspective of neuropsychanalysis and from the exchanges with other disciplines enables the deduction of the relevant components, principles, elements, mechanisms and criteria for the healthy development of human life and the selection of development concepts that are specific to the individual. With the help of these criteria, the skills and deficits in the structure and function of the mind (in the extended understanding of the psyche or soul) and the brain as its organ, i.e. the personality structures and disorders, can be described at least temporarily (hypothetically) (Chapter 5) and analysed with neuroscientific methods (Chapter 6), and the corresponding development concepts and methods selected, applied and tested.

The precondition for the description of the personality structures and disorders, as well as for the developmental disorders, is clarification of the linear and non-linear understanding of systems, a description of the basic components, elements and mechanisms of healthy development processes from the perspective of non-linear systems and neuropsychanalysis (Chapter 3) and presentation of the interactive and correlative functions of the basic components, elements and mechanisms in a model of healthy development processes (Chapter 4).

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